

Ohio's Learning Standards are the defacto curriculum for ELA 8 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 8, Secret to Communication Unit

Big Questions: How much information is enough?, What is the secret to reaching someone with words?

Nonfiction (10 selections)

from “Always to Remember: The Vision of Maya Ying Lin”

OR

from “I Know Why the Caged Bird Sings” “The War in Vietnam”

“Congressional Joint Resolution”

“Congressional Letter”

“Forest Fire”

“Why Leaves Turn Color in the Fall”

“The Season’s Curmudgeon Sees the Light”

from “Sharing in the American Dream” **OR** “Science and the Sense of Wonder”

Editorial: “Hands-Free Law Won’t Solve the Problem”

Speech: “Hands-Free Cell Phone Legislation”

Novel/Nonfiction (1 selection)

Night

Poetry (6 **OR** 7 selections)

“Describe Somebody”

“Almost a Summer Sky”

Poetry Collection 1 **OR** Poetry Collection 2

Poetry Collection 3 **OR** Poetry Collection 4

Optional Argumentative Prompt:

After reading *Night* and other texts, write an argumentative essay that makes a claim regarding a victim’s obligation to advocate for themselves and others. Use clear reasons and relevant evidence, qualify and refute counterclaims, and organize your essay logically.

**COLUMBUS CITY SCHOOLS
ELA GRADE 8**

SECRET TO COMMUNICATION UNIT				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/Assignments
Unit 3				
<p>The Big Question: <i>How much information is enough?</i></p> <p>Selection: <i>from “Always to Remember: The Vision of Maya Ying Lin ” (1180L)</i> OR <i>from “I Know Why the Caged Bird Sings” (1030L)</i></p> <p>Writing Text Form: Informational/Explanatory</p> <p>Strands: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Latin root • Main idea • Biography and autobiography • Adverbs • Informational paragraph • Multimedia presentation • Reliable online and multimedia sources 	<p>Week 1 Periods: 4</p>	<p>Reading for Informational Text: Key Ideas and Details</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Writing: Range of Writing</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>Speaking and Listening: Comprehension and Collaboration</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 500a-500d • Before You Read pp. 500-501 Main Idea Biography and Autobiography Vocabulary • Making Connections p. 502 OR p. 512 • Meet the Author p. 503 OR p. 513 • <i>from “Always to Remember: The Vision of Maya Ying Lin ” pp. 504-510</i> OR <i>from “I Know Why the Caged Bird Sings” pp. 514-522</i> • After You Read p. 511 OR p. 523 Main Idea Topic Sentence Chart Biography and Autobiography • Integrated Language Skills: Adverbs p. 524 • Integrated Language Skills: Reflective Essay p. 525 • Integrated Language Skills: Prewriting for Exposition in Writing Workshop p. 525 • Integrated Language Skills: Multimedia presentation p. 525 • Test Practice: Reading – Main 	<p>Reading for Informational Text Reading warm-ups Guided or independent reading</p> <p>Writing Bellringers Write about the Big Question Reflective essay Multimedia presentation</p> <p>Speaking and Listening Class discussion Think aloud Group multimedia presentation</p> <p>Language Adverbs Vocabulary warm-up Vocabulary knowledge rating chart Word form chart</p> <p><i>Vocabulary Central</i> Vocabulary Music Games Worksheets</p> <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Reading – Main Idea • Diagnostic test

		<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Language: Conventions of Standard English</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Idea pp. 526-527</p> <p><i>Unit 3 Resources pp. 62-91</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 62 OR p. 80 • Writing about the Big Question p. 66 OR p. 84 • Reading: Making Connections Between Supporting Paragraphs and the Main Idea p. 67 OR p. 85 • Literary Analysis: Biography and Autobiography p. 68 OR p. 86 • Vocabulary Builder p. 69 OR p. 87 • Enrichment: Memorial Design p. 70 OR Mentoring p. 56 • Integrated Language Skills: Grammar p. 89 • Integrated Language Skills: Support for Writing a Reflective Essay p. 90 • Integrated Language Skills: Research and Technology p. 91 • Open-Book Test p. 71 OR p. 92 • Selection Test A p. 74 OR p. 95 • Selection Test B p. 77 OR p. 98 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 14 • Reading: Graphic Organizer A, pp. 82, 83 • Literary Analysis: Graphic Organizer A, pp. 85, 86 • Literary Analysis: Graphic Organizer B, p. 87 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 	<ul style="list-style-type: none"> • Selection Test A • Selection Test B • Open-Book Test • Self-test • Rubrics for Self-Assessment • Essay Scorer
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			<ul style="list-style-type: none"> • KWL Chart p. 75 • Rubrics for Self-Assessment: Descriptive Essay pp. 220-221 • Rubrics for Self-Assessment: Multimedia Report pp. 240-241 <p>Write Source/eBook https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Expository Writing pp. 157-205 • Multimedia Presentations p. 411 • Adverbs pp. 490-493, 736-738 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Get Connected Video • Big Question Video • Meet the Author Video • Background Video • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Interactive Graphic Organizers • Selection Audio • Self-test <p>Essay Scorer</p> <ul style="list-style-type: none"> • Create a Multimedia Project on a Historical Event. • Use Essay Scorer, under Historical Event, for the writing piece of the presentation. 	
<p>The Big Question: <i>How much information is enough?</i></p> <p>Selections: “The War in Vietnam,” “Congressional Joint</p>	<p>Week 1 Periods: 1 Week 2 Periods: 1</p>	<p>Reading for Informational Text: Key Ideas and Details RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2 Determine a central idea of a text</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Informational Texts p. 528 • “The War in Vietnam” pp. 529-530 • “Congressional Joint 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> • Guided or independent reading <p>Writing</p> <ul style="list-style-type: none"> • Write about the Big Question

<p>Resolution,” AND “Congressional Letter”</p> <p>Writing Text Form: Informational Text</p> <p>Strands: Reading for Informational Text; Writing</p> <p>Skill:</p> <ul style="list-style-type: none"> • Textbook features • Analyzing connections and distinctions of ideas • Identifying a primary source • Identifying a secondary source • Comprehending a letter, public document, and textbook • Writing a summary 	<p>and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies or categories).</p> <p>Reading for Informational Text: Craft and Structure</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>Writing: Text Types and Purposes</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>f. Provide a concluding statement or</p>	<p>Resolution,” p. 531</p> <ul style="list-style-type: none"> • “Congressional Letter” p. 532 • Test Practice: Informational Texts–Comparing Informational Texts p. 533 • Timed Writing: Evaluation of Sources p. 533 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Development Strategies p. 17 • Rubrics for Self-Assessment: Comparison-Contrast Essay pp. 234-235 <p><i>Write Source/eBook</i> https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Expository Writing – Comparison-Contrast Essay p. 199 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Informational Texts 	<ul style="list-style-type: none"> • Comparing informational texts • Timed Writing: Write an evaluation of sources <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary: multiple meanings <p>Assessments</p> <ul style="list-style-type: none"> • Rubrics for Self-Assessment
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		<p>section that follows from and supports the information or explanation presented.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
<p>The Big Question: <i>How much information is enough?</i></p> <p>Selections: “Forest Fire,” AND “Why Leaves Turn Color in the Fall,” AND “The Season’s Curmudgeon Sees the Light”</p> <p>Writing Text Form: Explanatory: Writing to Explain Structure and Meaning</p> <p>Strands: Reading for Literature; Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> Comparing types of organization: Chronological order, Cause-Effect order, Comparison and contrast order 	<p>Week 2 Periods: 3</p>	<p>Reading Literature: Craft and Structure</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Reading for Informational Text: Craft and Structure</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Writing: Production and Distribution of Writing</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>Writing: Range of Writing</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Comparing Literary Works pp. 534-535 Meet the Authors p. 535 “Forest Fire” pp. 536-539 “Why Leaves Turn Color in the Fall” pp. 540-544 “The Season’s Curmudgeon Sees the Light” pp. 545-546 After You Read: Compare Types of Organization p. 547 <p><i>Unit 3 Resources pp.101-115</i></p> <ul style="list-style-type: none"> Vocabulary and Reading Warm-ups p. 101 Writing About the Big Question p. 105 Literary Analysis: Comparing Types of Organization p. 106 Vocabulary Builder p. 107 Support for Writing to Compare Essay Organization p. 108 Open-Book Test p. 109 Selection Test A p. 112 Selection Test B p. 115 	<p>Reading for Literature Reading for Informational Text</p> <ul style="list-style-type: none"> Reading warm-ups Guided or independent reading <p>Writing</p> <ul style="list-style-type: none"> Bellringers Prewriting chart Writing to explain structure and meaning <p>Speaking and Listening</p> <ul style="list-style-type: none"> Class discussion Think aloud <p>Language</p> <ul style="list-style-type: none"> Vocabulary warm-ups Vocabulary knowledge rating chart Word form chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets

<ul style="list-style-type: none"> • Writing to compare types of organization 			<p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 15 • Graphic Organizers pp. 88-91 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 <p>Write Source/eBook https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Expository Writing – Comparison-Contrast Essay p. 199 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Big Question Video • Comparing Texts • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Interactive Journals • Interactive Graphic Organizers • Selection Audio • Self-test 	<p>Assessments</p> <ul style="list-style-type: none"> • Diagnostic Test • Selection Test A • Selection Test B • Open-Book Test • Self-test
<p>The Big Question: <i>How much information is enough?</i></p> <p>Selections: from “Sharing in the American Dream” (1090L) OR “Science and the Sense of Wonder” (1420L)</p> <p>Writing Text Form: Editorial Speech Writing</p>	<p>Week 3 Periods: 5</p>	<p>Reading for Informational Text: Key Ideas and Details RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading for Informational Text: Craft and Structure RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 572a-572d • Before You Read pp. 572-573 • Making Connections p. 574 OR p. 580 • Meet the Author p. 575 OR p. 581 • from “Sharing in the American Dream ” pp. 576-578 OR “Science and the Sense of Wonder” pp. 582-586 • After You Read p. 579 OR 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> • Reading warm-ups • Guided or independent reading <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Write about the Big Question • Write an editorial • Write a speech <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud

<p>Strands: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Fact and opinion • Word choice • Latin roots • Editorial writing • Prepositions • Speech writing 	<p>Writing: Production and the Distribution of Writing W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>Writing: Research to Build and Present Knowledge W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>Writing: Range of Writing W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen</p>	<p>p. 587</p> <ul style="list-style-type: none"> • Integrated Language Skills: Prepositions p. 588 • Integrated Language Skills: Response to Literature p. 589 • Integrated Language Skills: Prewriting for Editorial p. 589 – Use with Writing Workshop on p. 614 • Listening and Speaking p. 589 • Test Practice: Reading–Fact and Opinion pp. 590-591 <p><i>Unit 3 Resources pp. 166-202</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 166 OR p. 184 • Writing about the Big Question p. 170 OR p. 188 • Reading: Use Support for Fact and Opinion p. 171 OR p. 189 • Literary Analysis: Use Word Choice to Convey Ideas p. 172 OR p. 190 • Vocabulary Builder p. 173 OR p. 191 • Enrichment: Community Service Opportunities p. 174 OR Basic Questions of Astronomy p. 192 • Integrated Language Skills: Grammar p. 193 • Integrated Language Skills: Support for Writing a Response to Literature p. 194 • Integrated Language Skills: Listening and Speaking p. 195 • Open-Book Test p. 175 OR p. 196 • Selection Test A p. 178 OR p. 199 • Selection Test B p. 181 OR p. 202 	<ul style="list-style-type: none"> • Speech <p>Language</p> <ul style="list-style-type: none"> • Prepositions • Vocabulary warm-ups • Vocabulary knowledge rating chart • Word form chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet <p>s</p> <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Reading – • Fact and Opinion • Selection Test A • Selection Test B • Open-Book Test Self-test
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		<p>details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 17 • Reading Graphic Organizer A pp. 99-100 and B p.104 • Literary Analysis: Graphic Organizer A, pp.102-103 and B p. 25 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Anticipation Guide p. 38 • Vocabulary Knowledge Rating Chart p. 33 • Rubrics for Response to Literature pp. 224-225 • Self-Assessment: Speech p. 205 • Peer-Assessment: Speech p. 206 <p>Write Source/eBook</p> <p>https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Connecting with Prepositions pp. 494-495 • Prepositions pp. 742-743 <p>Technology</p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Get Connected Video • Big Question Video • Background Video • Meet the Author Video • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Interactive Graphic Organizers • Selection Audio • Self-test 	
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<p>The Big Question: <i>How much information is enough?</i></p> <p>Selections: Editorial: “Hands-Free Law Won’t Solve the Problem” AND Speech: “Hands-Free Cell Phone Legislation”</p> <p>Writing Text Form: Comparing Informational Texts</p> <p>Strands: Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> Analyze proposition and support Editorial and speech Comparison of two viewpoints on the same subject 	<p>Week 4 Periods: 2</p>	<p>Reading for Informational Text: Key Ideas and Details RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>Reading for Informational Text: Range of Reading and Text Complexity RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>Writing: Text Types and Purposes W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Informational Texts p.592 Editorial: “Hands-Free Law Won’t Solve the Problem” pp.593-594 Speech: “Hands-Free Cell Phone Legislation” pp.595-596 Test Practice: Comparing Informational Texts p.597 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> Independent Reading Guide: Nonfiction pp. 184-185 Rubric for Self-Assessment: Letter pp. 236-237 Rubric for Self-Assessment: Editorial pp. 263-264 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> Guided or independent reading <p>Writing</p> <ul style="list-style-type: none"> Timed Writing: Write a letter to the editor <p>Speaking and Listening</p> <ul style="list-style-type: none"> Class discussion Think aloud <p>Language</p> <ul style="list-style-type: none"> Cross-curricular vocabulary: government <p>Assessments</p> <ul style="list-style-type: none"> Rubric for Self-Assessment: Letter Rubric for Self-Assessment: Editorial
<p>The Big Question: <i>How much information is enough?</i></p> <p>Selection - Novel Study: <i>Night</i></p> <p>Writing Text Form: <i>Argumentative</i></p>	<p>Weeks 4-7 Periods: 16</p>	<p>Reading for Informational Text: Key Ideas and Details RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes</p>	<p>Novel Study <i>Night</i></p> <ul style="list-style-type: none"> Novel Unit in curriculum guide <p>Suggested Prompt: After reading <i>Night</i> and other texts, write an argumentative essay that makes a claim regarding a victim’s obligation to advocate for themselves and others. Use clear reasons and relevant evidence, qualify and refute counterclaims, and organize</p>	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> Guided or independent reading Close reading Anticipation guide Irony Jigsaw activity <p>Writing</p> <ul style="list-style-type: none"> Argumentative writing Exit tickets

<p>Strands: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills</p> <ul style="list-style-type: none"> • Text connections • Metaphors and similes • Irony • Point of view • Foreshadowing • Draw evidence • Claim, data, warrant model • Writing process 	<p>connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Reading for Informational Text: Craft and Structure</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>Reading for Informational Text: Range of Reading and Level of Text Complexity</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band</p>	<p>your essay logically.</p> <p>Write Source/eBook https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • The Writing Process pp. 7-25 	<ul style="list-style-type: none"> • Close reading responses <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud <p>Language</p> <ul style="list-style-type: none"> • Analyze metaphors and similes • Vocabulary from close readings <p>Assessments</p> <ul style="list-style-type: none"> • Exit tickets • Anticipation guide • Summary paragraph • Extended response questions • Teaching Task Rubric (Argumentative) in CCS Curriculum Guide Introduction
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	<p>independently and proficiently.</p> <p>Writing: Text Types and Purposes</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Writing: Production and Distribution of Writing</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and</p>		
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	<p>conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>Writing: Range of Writing</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening: Comprehension and Collaboration</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comment with relevant evidence, observations and ideas.</p> <p>d. Acknowledge new information</p>		
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		<p>expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Language: Conventions of Standard English</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>c. Spell correctly.</p> <p>Language: Knowledge of Language</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		
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		<p>Language: Vocabulary Acquisition and Use</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
UNIT 4				
<p>The Big Question: <i>What is the secret to reaching someone with words?</i></p> <p>Selections: “Describe Somebody” AND</p>	<p>Week 8 Periods: 5</p>	<p>Reading for Literature: Craft and Structure</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • The Big Question pp. 636-637 • Introduction: Poetry pp. 638-643 • Model Selection: “Describe 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading warm-ups • Guided or independent reading • Introduction: Poetry

<p>“Almost a Summer Sky”</p> <p>Writing Text Form: Figurative Language Chart</p> <p>Strands: Reading for Literature; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Characteristics, elements, and forms of poetry • Read and analyze free verse poetry • Relate visuals to poetry 		<p>including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Speaking and Listening: Comprehension and Collaboration</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Somebody” pp. 644-646</p> <ul style="list-style-type: none"> • Model Selection: “Almost a Summer Sky” pp. 647-648 • After You Read p. 649 Critical Thinking Poetry Review Research the Author <p><i>Unit 4 Resources pp. 1-20</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 7 • Listening and Viewing p. 11 • Learning About Poetry p. 12 • Model Selection: Poetry p. 13 • Open-Book Test p. 14 • Selection Test A p. 17 • Selection Test B p. 20 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizers p. 110 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Independent Reading Guide: Poetry pp. 186-187 <p>Write Source/eBook https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Delivering Your Speech p. 428-430 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Big Question Video • Introduction • Meet the Author Video • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Interactive Graphic Organizers 	<p>Writing</p> <ul style="list-style-type: none"> • Write about the Big Question • Figurative language chart <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud • Poetry reading <p>Language</p> <ul style="list-style-type: none"> • Vocabulary warm-ups • Vocabulary knowledge rating chart <p>Vocabulary <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Diagnostic Test • Selection Test A • Selection Test B • Open-Book Test • Self-test
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<p>The Big Question: <i>What is the secret to reaching someone with words?</i></p> <p>Selections: Poetry Collection 1 OR Poetry Collection 2</p> <p>Writing Text Form: Poetry</p> <p>Strands: Reading Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Context clues • Preview a poem • Sound devices • Understand alliteration, onomatopoeia, rhyme, rhyme scheme, and meter • Latin prefixes • Poetry writing 	<p>Week 9 Periods: 3</p>	<p>Reading Literature: Craft and Structure RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Writing: Production and Distribution of Writing W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: Vocabulary Acquisition and Use L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 650a-650b • Before You Read pp. 650-651 Using Context Context Clues Chart Sound Devices • Making Connections p. 652 OR p. 660 • Meet the Authors p. 653 OR p. 661 • Poetry Collection 1 pp. 654-658 OR Poetry Collection 2 pp. 662-666 • After You Read p. 659 OR p. 667 Using Context Sound Devices Vocabulary • Integrated Language Skills: Subject Complements p. 668 • Integrated Language Skills: Writing p. 669 • Integrated Language Skills: Listening and Speaking p. 669 <p><i>Unit 4 Resources pp. 23-59</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups pp. 23 OR p. 41 • Writing About the Big Question p. 27 OR p. 45 • Reading: Previewing to Determine Meanings From Context pp. 28 OR p. 46 • Literary Analysis: Sound Devices pp. 29 OR p. 47 • Vocabulary Builder p. 30 OR p. 48 • Enrichment: Phases of the Moon p. 31 OR Enrichment: 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading warm-ups • Guided or independent Reading <p>Writing</p> <ul style="list-style-type: none"> • Bellringer • Write about the Big Question • Literary Analysis: sound devices chart • Write a poem • Prewriting for exposition <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud • Poetry reading <p>Language</p> <ul style="list-style-type: none"> • Subject complements • Vocabulary warm-ups • Vocabulary knowledge rating chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Diagnostic Test • Selection Test A • Selection Test B • Open-Book Test • Self-test

		<p>words to better understand each of the words.</p>	<p>Fingerprints p. 49</p> <ul style="list-style-type: none"> • Integrated Language Skills: Grammar p. 50 • Integrated Language Skills: Support for Writing p. 51 • Integrated Language Skills: Listening and Speaking p. 52 • Open-Book Test p. 32 OR p. 53 • Selection Test A p. 35 OR p. 56 • Selection Test B p. 38 OR p. 59 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 19 • Reading: Graphic Organizer A pp. 112-113 • Reading: Graphic Organizer B pp. 114 • Literary Analysis: A pp. 115, 117 • Literary Analysis: B pp. 116, 118 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Independent Reading Guide: Poetry pp. 186-187 • Rubrics for Self-Assessment: Poetry pp. 248-249 <p><i>Write Source/eBook</i></p> <p>https://secure.greatsource.com/eservices/admin/glogin.do</p> <ul style="list-style-type: none"> • Subject of a Sentence pp. 570-571 • Predicate Noun p. 480 and p. 704.5 • Writing Poems pp. 353-361 • Vocabulary Prefixes pp. 562, 564-565 	
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			<p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Get Connected Video • Big Question Video • Meet the Author Video • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Interactive Graphic Organizers • Self-test 	
<p>The Big Question: <i>What is the secret to reaching someone with words?</i></p> <p>Selections: Poetry Collection 3 OR Poetry Collection 4</p> <p>Writing Text Form: Poetry</p> <p>Strands: Reading Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Context clues • Preview a poem • Sound devices • Understand alliteration, onomatopoeia, rhyme, rhyme scheme, and meter • Latin prefixes • Poetry writing • Creating a mini-anthology of poems 	<p>Week 9 Periods: 2</p>	<p>Reading Literature: Craft and Structure RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Writing: Text Types and Purposes W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Writing: Production and Distribution of Writing W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing: Research to Build and Present Knowledge W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 670a-670b • Before You Read pp. 670-671 Using Context Context Clues Chart Figurative Language • Making Connections p. 672 OR p. 680 • Meet the Authors p. 673 OR p. 681 • Poetry Collection 3 pp. 674-678 OR Poetry Collection 4 pp. 682-686 • After You Read p. 679 OR p. 687 Using Context Figurative Language Vocabulary • Integrated Language Skills: Direct and Indirect Objects p. 688 • Integrated Language Skills: Writing p. 689 • Integrated Language Skills: Research and Technology p. 689 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading warm-ups • Guided or independent reading <p>Writing</p> <ul style="list-style-type: none"> • Write about the Big Question • Literary Analysis: figurative language • Anticipation guide • Mini-poetry anthology • Study for a poem <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class discussion • Think aloud • Poetry reading <p>Language</p> <ul style="list-style-type: none"> • Direct objects • Word study • Vocabulary warm-ups • Vocabulary knowledge rating chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet

		<p>of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Language: Conventions of Standard English L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Vocabulary Acquisition and Use L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p>	<p><i>Unit 4 Resources pp. 62-100</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups pp. 62-65 OR pp. 80-83 • Writing About the Big Question p. 66 OR p. 84 • Reading: Reread and Read Ahead to Determine Meanings From Context p. 67 OR p. 85 • Literary Analysis: Figurative Language p. 68 OR p. 86 • Vocabulary Builder p. 69 OR p. 87 • Enrichment: Concrete p. 70 OR Enrichment: Wind Force p. 88 • Integrated Language Skills: Direct Objects p. 89 • Integrated Language Skills: Support for Writing a Study for a Poem p. 90 • Integrated Language Skills: Support for Extending Your Learning p.91 • Open-Book Test pp. 71-73 OR pp. 92-94 • Selection Test A pp. 74-76 OR pp. 95-97 • Selection Test B pp. 77-79 OR pp. 98-100 <p><i>Graphic Organizers</i></p> <ul style="list-style-type: none"> • Reading: Graphic Organizer A pp. 119-120 • Reading: Graphic Organizer B p. 121 • Literary Analysis: A p. 122 OR p. 123 • Literary Analysis: B p. 124 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 	<p>Assessments</p> <ul style="list-style-type: none"> • Diagnostic Test • Selection Test A • Selection Test B • Open-Book Test • Self-test
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END OF NINE WEEK PERIOD				

* This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules.